

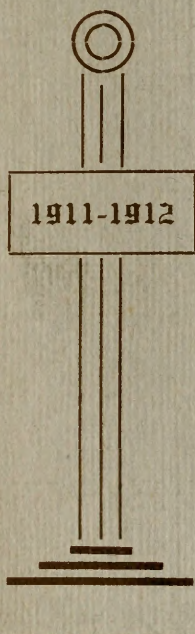
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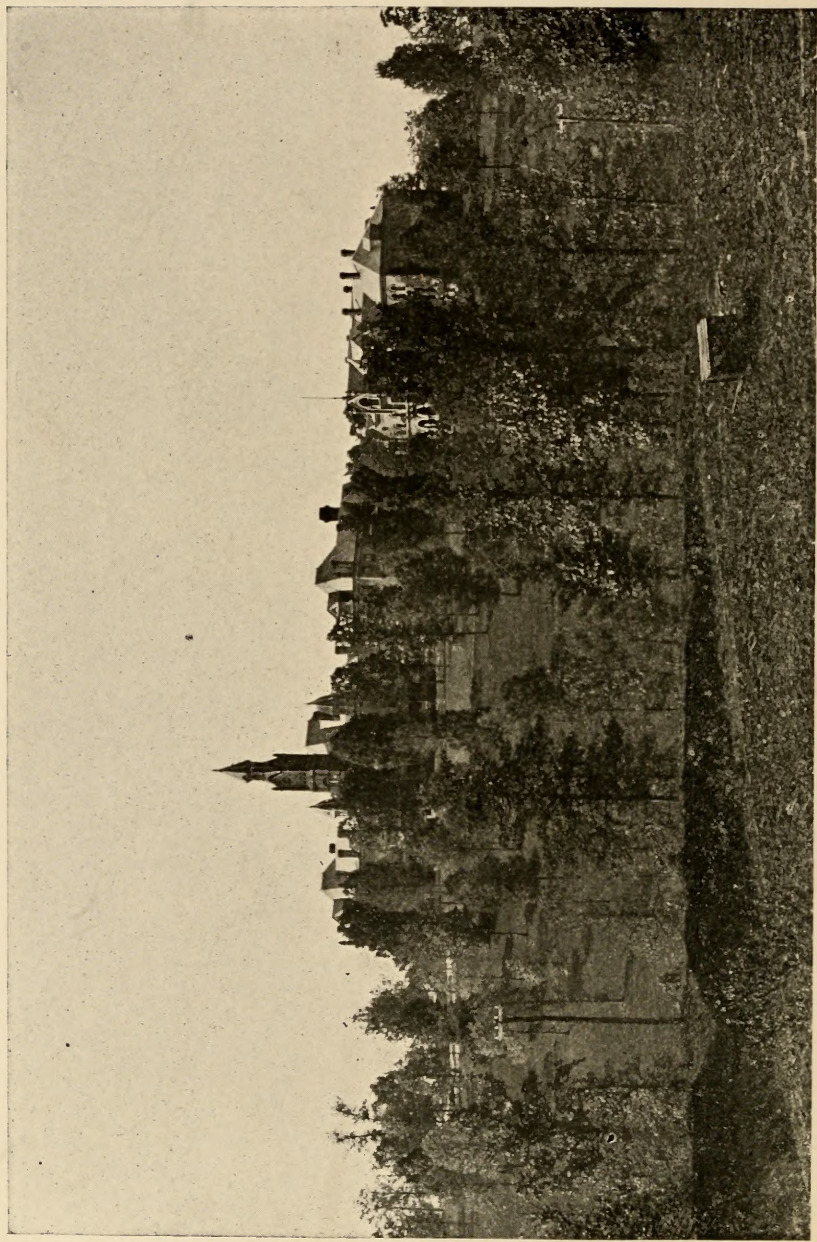
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Eleventh
Biennial Report

North Carolina School For the Deaf and Dumb





GROUNDS OF THE NORTH CAROLINA SCHOOL FOR THE DEAF AND DUMB.

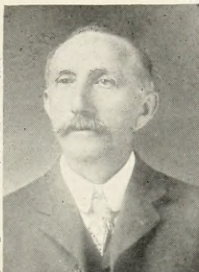
THE ELEVENTH BIENNIAL REPORT
OF THE
BOARD OF DIRECTORS
OF THE
NORTH CAROLINA SCHOOL FOR THE DEAF AND DUMB
MORGANTON, N. C.



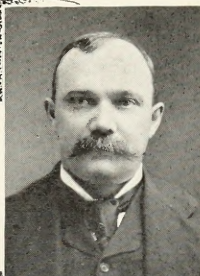
MORGANTON:
PRESS OF THE SCHOOL FOR THE DEAF AND DUMB
1912

BOARD of
DIRECTORS

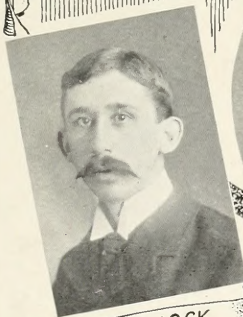
NORTH CAROLINA
SCHOOL
FOR THE
DEAF AND DUMB



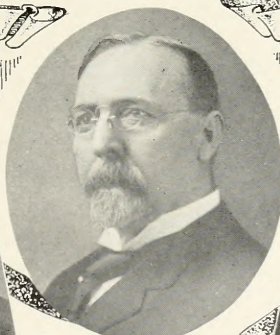
A. C. MILLER



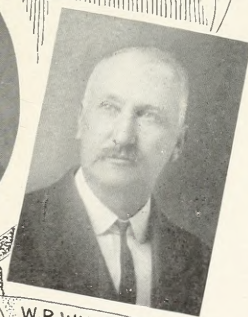
I. P. JETER



J. H. MOCK



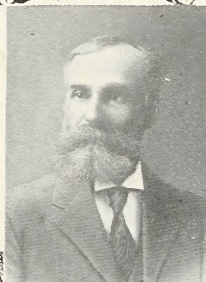
M. H. HOLT
PRESIDENT



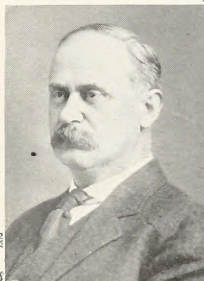
W. R. WHITSON




A. L. JAMES



SUPT.
E. MCK. GOODWIN



J. L. SCOTT, Jr.



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MISS EUGENIA T. WELSH.

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PRESIDENT'S REPORT.

To HONORABLE W. W. KITCHIN,
Governor of North Carolina,

DEAR SIR:—I have the honor to submit to your Excellency herewith the eleventh Biennial Report of the Board of Directors of the North Carolina School for the Deaf and Dumb, and respectfully ask your careful examination of the condition, progress, and needs of the Institution of which they are the State's custodians.

The North Carolina School for the Deaf and Dumb was established by act of the Legislature of 1891. Previous to this year, the Blind and the Deaf had been in the same school, the Institution for the Deaf and Dumb, and the Blind at Raleigh. This legislature realized the difficulty of educating the two classes of unfortunates, between which there was nothing in common, in the same school. As the years ago by the wisdom of this location becomes more and more apparent, for nowhere in the state is there a situation having superior advantages. The elevation above the malarial line, the excellent natural drainage, the pure water, the panorama of lofty mountains which wall the horizon, together with the salubrious climate there found, make the situation ideal.

The history of the early struggles, of the gradual and yet successful progress of the North Carolina School for the Deaf and Dumb, during the twenty years of its life, is an open book in this State, and one to which the Board of Directors point with pride. In solving all these problems, the Board have endeavored not to be swerved from their sense of obligation to the State, or duty to the unfortunate class for whose best physical, mental and moral development the school was founded.

The members of the Board have fully appreciated the sacred privilege placed in their hands by the State of North Carolina. They cannot forget that they are the custodians of a class whose ears have been stopped, whose lips have been sealed, who do not comprehend the meaning of life—its sacred re-

lations, or obligations. But for this beneficent provision made by the State, these children must be a burden on their parents during their childhood and youth, and on the state in their old age. Your Board fully appreciates the glorious privilege and opportunity they have of putting into effect educational policies which will help unseal these dumb lips, and and unstop these deaf ears, and put this class in touch with life, and the privileges of citizenship. The course of study employed is the grammar school course, to which Latin and Algebra, where desired, are added for one or two years; but this course is by no means all that is taught to the boys and girls of this school. Plain sewing, dress-making, cutting and fitting, and cooking are taught to the girls thoroughly and practically, to enable them to make their own way in the world, and to be useful in their homes. Printing, cabinet-making, carpentry, shoe-making and agriculture with its allied industries of dairying, etc., are thoroughly, and systematically, taught to the boys. The whole idea of the course of study as planned here is to train the students that they may become happy, independent, and self-supporting citizens, and contribute to the wealth of the State.

In the education of the Deaf, two methods are recognized, the oral or German method, founded by Samuel Heinicke, and the manual or sign method, founded by Abbe de l'Epee, of Paris. For considerably over a century these methods have been on trial in the old world, and each method has accomplished much in the education of the Deaf, and in the amelioration of their condition. Most of the schools of Europe, (83 per cent), use the oral method. Up to the year 1867 from an accidental chain of circumstances, the manual or sign method was almost exclusively used in the United States. Since that period the growth and development of the oral method of instruction has been remarkable. Owing, however, to the fact that the manual method had been firmly and strongly planted, and had its good points and strong apostles, it has not been entirely superseded except in a few instances by the oral method.

In most schools, the two methods work side by side. So well pleased, however, have the American schools been with the results of oral teaching, that a large majority, (about 75 per cent,) of the pupils now in the American Schools are taught speech, and speech reading, by speech and writing. Schools in which both the oral and manual methods are used side by side, are called "Combined Schools." Such a school is the North Carolina School for the Deaf and Dumb. Every child that enters this school is first placed in the oral department, and given a fair opportunity to be trained by that method. Unless after thorough trial, it is found that through mental or physical imperfections, or advanced age, he cannot be taught successfully by the oral method, he is kept in the oral department.

There has been some misunderstanding of the policy of this school, which misunderstanding has led to criticism and misrepresentation. This will disappear on investigation of fact. Under the present Board, and present management of the school, there will be no radical change in the method used. Our policy is the same as that of most schools for the Deaf. A resolution was passed by the Convention of American Instructors of the Deaf at Berkley, Cal., in 1886, that "persistent endeavors should be made in every school for the deaf to teach every pupil to speak and read from the lips." Six years later at the Conference of Superintendents and Principals at Colorado Springs, a resolution was passed without a dissenting vote, that "pupils who are able to articulate fluently and intelligibly should recite orally in their classes." The North Carolina School for the Deaf has adopted the spirit of these resolutions, and is endeavoring to work out for each child his highest mental development by the use of that method which seems to be best in his particular case.

As indicated above, the present management of this school is not satisfied with the mental development of its students, unless added to this, such instruction has been given along industrial lines, as will fit them to earn an independent living for themselves and families. It is a matter of gratification to the Board that so large a number of those trained here have

gone out into this, and other States, and have taken positions side by side with their hearing brothers in the world's active work. Some have gone to hearing schools, and have taken up their work successfully side by side with those who hear.

In our report of two years ago we stated that although the primary oral school building had been erected, we had no money to equip and furnish it. In response to the request for \$4000, for this purpose, the Legislature of 1911 generously supplied the necessary funds, and in September of that year, we opened the doors of the building. Out of compliment to the Superintendent of the school, E. McK. Goodwin, who has given his energy and wisdom to the development of the North Carolina School for the Deaf and Dumb, the Directors at their meeting in May, 1911, gave the name Goodwin Hall to this new building. The great success which has attended the work done in this building demonstrates the wisdom of its erection.

In the report of two years ago our need for a gravity water plant from South Mountains was emphasized, not only from the standpoint of economy, but also for the protection of the State's valuable investment here. To our request the State generously responded. We own one of the most valuable water sheds in South Mountains, and can deliver to our buildings daily, if needed, 300,000 gallons of water, through the splendid conduits already laid and in use.

The North Carolina School for the Deaf and Dumb is in great need of an Infirmary, so that we may take proper care of sick children, prevent the spread of contagions, and otherwise care for the health of the school in accordance with modern methods. With reference to this and other needs, we respectfully call your attention to the report and recommendations of the Superintendent.

For the position which the North Carolina School for the Deaf and Dumb has won for itself among schools of its class in this country, the Board of Directors wish to make due acknowledgment of their indebtedness to Superintendent E. McK. Goodwin, whose enthusiasm and untiring devotion to the Deaf has rendered our work possible. We wish to thank

with him the wide-awake, faithful and efficient workers who have aided him in solving in a practical way the difficult problems incident to the development of this work.

In conclusion we wish to thank the Chief Executives of the State for their courtesy, and the measure of confidence imposed in us; the legislatures for their contributions to the needs of the school; and the public for its approval of the efforts we have made to train the Deaf for useful citizenship.

Respectfully submitted,

MARTIN H. HOLT,

President of Board of Directors.

December 3rd, 1912.

SUPERINTENDENT'S REPORT.

To the Honorable President and Members of the Board of Directors of the North Carolina School for the Deaf and Dumb.

GENTLEMEN:—In accordance with the requirements of the law and following our custom, I have the honor to submit this the Eleventh Biennial Report of the North Carolina School for the Deaf and Dumb.

In reviewing our records since this school first opened in October 1894, I find that we have had 759 deaf children in school, thus recording the significant fact that the school has touched the life of nearly eight hundred homes scattered throughout the State, and when we realize that this is the only school for the white deaf in the state, we feel the responsibility the more keenly. Parents of hearing children have the choice of many schools; the deaf have only one.

The policy and method of instruction in this school are the same that were in vogue two years ago; indeed, practically the same that were inaugurated when the school was established, for at that time, we adopted progressive lines of work, and have been endeavoring to reach the ideals set before us at the time of our very creation. Our aim has been to keep abreast of the best schools in the land, and we realize that to keep pace with some schools it takes "eternal vigilance" and indomitable energy, and, indeed, material outlays, sometime beyond our ability.

It is gratifying to the management to feel that the work accomplished by this school has been appreciated by the patrons as evidenced by numerous testimonials and expressions of confidence in our efforts in behalf of their deaf children. But testimonials and words of confidence are not the most satisfying evidences of the teachers' work, but the living examples of those whom he has taught, and withal the consciousness of having been faithful to the trust reposed in him.

This school has just reason to believe that the deaf of our State are equal to those from any similar school in the land, for of the nearly eight hundred, who have been under instruction, many are doing far better than their hearing brothers and sisters, and the average of them are doing quite as well as the other members of their respective families.

STAFF OF TEACHERS.

The one absolute essential to any school is capable teachers. I would rather my child be under a good teacher with poor equipment in buildings and appliances than to be in the most elegant and elaborate buildings equipped with abundant modern appliances, with a poor teacher. If teachers are inefficient, the school cannot accomplish its work with the best equipment and outlays.

It has always been our aim to secure the best talent available, with the means at our hand, and upon the whole, we have been fortunate for we have had many of as good teachers as there are in the profession. But we have been confronted with one drawback, which has been emphasized in other reports. We have lost some excellent teachers solely because other schools were able to pay larger salaries, and I again emphasize this point, that to secure and keep the best talent in our corps, we must pay our lady teachers larger salaries—more nearly what other leading schools pay, and until we do that, we may expect to lose much of our best talent from time to time.

SOME CHANGES.

Since our last biennial report, there have been a number of changes. Among them Prof. T. V. Archer, who had been our principal five years, rendering faithful and valuable service, retired and became principal of the Oklahoma School and during the session of 1911-1912, we had no principal of the educational department, the Superintendent taking the work in that department until a suitable principal could be secured.

While the school did good work last session it necessarily suffered for close supervision of the class work.

But at the end of last session, we were fortunate to secure the services of Miss Fayette Peck, who had taught in the New York Institution, at Fanwood, and later at the Pennsylvania Oral School, Scranton, Pa. Miss Peck came to us splendidly equipped both by training and experience. She began her duties at the opening of the present session, and without any delay organized classes and assumed the responsibility of the Educational Department. Below we give Miss Peck's report of the organization and work in her department.

MISS PECK'S REPORT.

To MR. E. MCK. GOODWIN, Superintendent of the North Carolina School for the Deaf.

MY DEAR SIR:—The following report on school affairs for the months of September, October and November is respectfully submitted for your consideration.

During the three months above mentioned 170 pupils have been enrolled under the care of 17 teachers. Of the seventeen classes, eleven are taught by the oral method and six by the manual method.

The regular class room studies are continued on much the same lines as heretofore. There have been, of course, a few minor changes, due to a careful study of methods, which shows wherein improvements may be made. The course of study has been arranged for the two departments, the same text books are used in each, and the work is correlated as nearly as possible. In the oral department it is expected that the results of the careful grading and training will be the persistent use of speech and speech-reading. In the manual department the development of language by means of finger spelling and writing is expected to show satisfactory results. In the entire school there is an attempt to arouse a genuine interest on the part of the pupils in the various kinds of work presented to them, and to develop in each one a sense of personal responsibility for the best accomplishment of it. From the zeal and interest thus far manifested, we venture to hope that the year just begun will be a successful one.

In all class rooms signs are replaced by language and a working vocabulary is acquired as early as possible. Language forms are relied upon for all purposes of thought expression. Daily periods have been arranged for all classes during which conversation among the pupils themselves is required. The teachers of oral classes rotate at certain periods to other oral classes for the purpose of giving their pupils the

greatest opportunity possible of gaining ease and efficiency in speech-reading. We believe the deaf will speak better for being competent speech readers.

Examinations are given to discover the accuracy and thoroughness with which the teacher has performed her work and to determine how nearly the pupil has approached the required standards of proficiency. The future progress of a child is assured if the first steps have been accurately and skillfully taken; if, on the other hand, there has been blundering at the impressionable age, the future development of the child may be retarded, or even blighted. The position of a teacher of the deaf is one of great responsibility and demands skill of a high order, not only in the work of developing the child's mental powers, but in the infinitely greater task of endeavoring to form his character.

We believe that hand work is educative and stimulating and that a child will make better progress in his studies if his hand is trained as well as his mind. There is an opportunity just now to see this theory demonstrated in the primary handicraft classes conducted by Miss Militzer in five of our lower grades. Free-hand cutting, clay modeling and construction work are laying the foundation for accuracy and judgment. In addition to the classes already mentioned, two afternoon classes for boys have been organized for more advanced manual training work.

The Teachers' Association has begun its work of the year and has held two of its monthly meetings at which matters of educational interest were discussed. The program for the winter includes the study of an authoritative work on child study. The oral teachers come together once a week for the study of articulation, the newest method of teaching speech reading, and a review of the Bell Visible Speech Symbols.

Two normal students have been admitted to the school. The course of instruction for the normal training class includes the study of the anatomy of the vocal organs, the organs of respiration and hearing, mechanism of speech, elementary sounds, the Northampton Chart, Bell's Visible Speech, history of the education of the deaf, and short courses in both pedagogy and psychology. A thesis on sense training and one on language are required during the year.

I find the school building modern, substantial and well planned. The library seems well supplied with a variety of reading matter, the text books are of the best, and the general school equipment seems adequate for our present needs. All this tends to increase the interest of the instructors and the efficiency of the school.

In conclusion, I wish to express my appreciation of the co-operation of the teachers who are associated with me, and of their enthusiastic and efficient work, and with thanks for your ever ready assistance and advice,

Respectfully submitted,

FAYETTA PECK,
Principal Educational Department.

GOODWIN HALL.

For years we have looked forward to the opening of a primary department, separate and distinct from the main school, for two specific reasons, either of which was sufficient to justify the outlay. First of all reasons, is that young children, eight to twelve years old, should not be constantly thrown with children twelve to twenty years old. And, too, the methods of instruction justified the complete segregation of the young pupils from the older ones, that they might have a better showing in their early training in speech and speech-reading, thus forming the speech habit.

Four years ago we were fortunate to secure an appropriation of \$24,000 to bring our cherished hope into a vital realization, thus affording better facilities in speech teaching, and indeed the opportunity to acquire the speech habit.

This new primary building was opened in September, 1911, with Miss E. T. Welsh in charge as supervising teacher, having under her six teachers. Miss Welsh had previously taught eleven years in this school and four years in the Rhode Island School. She assumed this new relation with us with splendid experience and she has done good work in the organization of the new department. While the department is only a little more than a year old, it gives evidence of excellent beginning and promises better results for the future advancement of the deaf in North Carolina. I herewith append her report.

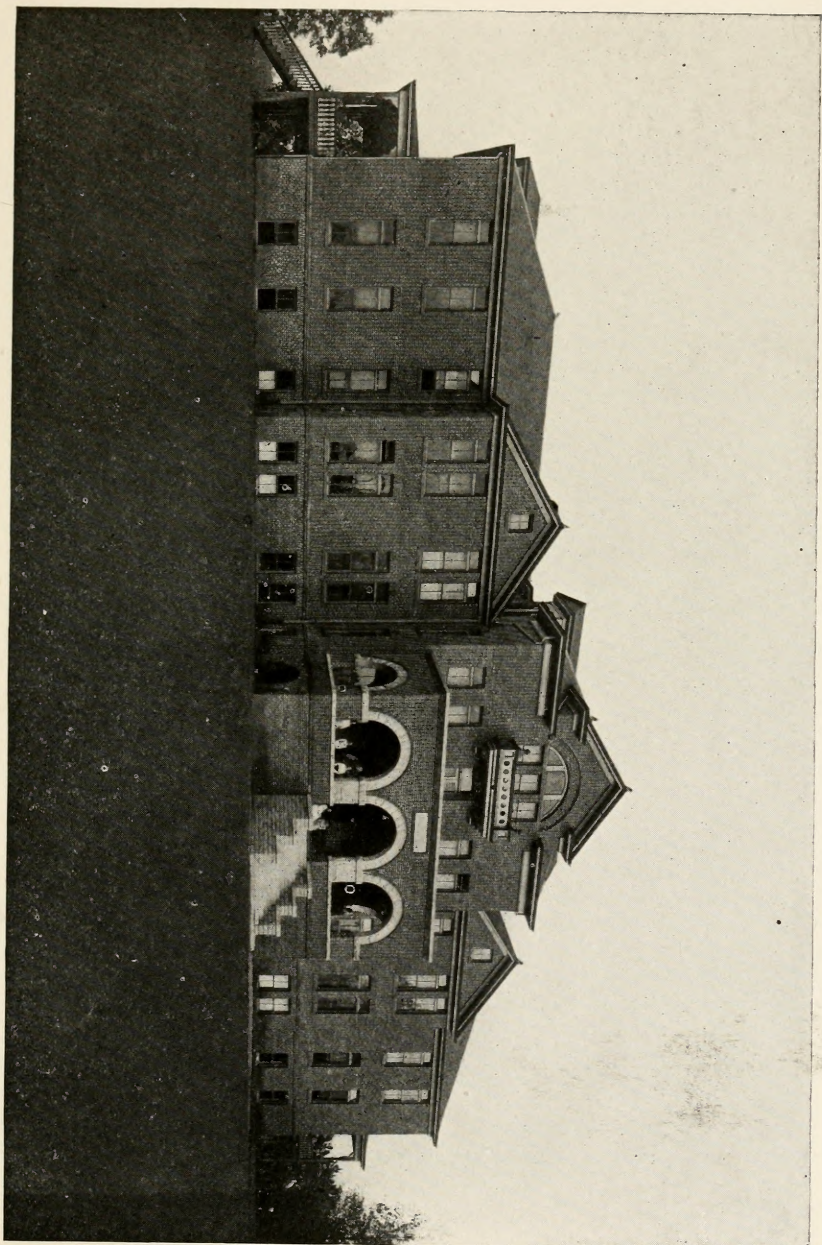
MISS WELSH'S REPORT.

To Mr. E. McK. GOODWIN, Superintendent North Carolina School for the Deaf and Dumb.

MY DEAR SIR:—In compliance with your request, I hereby submit the following report of the work of the Primary Department from September 11th, 1911, to November 30th, 1912.

The Primary Building, Goodwin Hall, was opened September 11th, 1911, with a corps of seven teachers, including myself, a housekeeper, two supervisors, and an enrollment of fifty-one pupils. Six classes were organized averaging over eight pupils each. Three of these

GOODWIN HALL.



classes were composed of beginners and the other three were pupils who had been under instruction in the Oral Department of the main building for at least a year.

In the primary department our policy is to use the oral method exclusively as a means of instruction and to do all in our power to encourage the use of speech and speech-reading out of the school room; that is, in the dining room, in the play rooms, on the play ground and in the dormitories, thus encouraging the speech habit in every day life. Signs are strictly forbidden.

The plan of segregating the primary pupils so that they have their life in a building planned especially for them has already given us satisfactory results and we hope and believe that in the future, results will prove more and more satisfactory. The children seem happier, more docile and in every way easier to deal with, away from the older children and their influence. We have little or no trouble with discipline and I attribute it largely to the environment.

It was deemed advisable that five of the pupils, who were admitted to this department in September, 1911, be transferred to the manual department and so this change was made at the beginning of the session this year.

Our present enrollment numbers seventy-five pupils, thirty-one beginners having been admitted this session, but two of these were ineligible. One we found to have practically normal hearing, though mentally deficient, and the other was under school age.

Several changes took place in the corps of teachers at the end of the school year in June. Miss Patterson resigned to accept a position in Salem, Oregon, Miss Oursler to accept a position in her home school at Council Bluffs, Iowa, Miss Haddock also to accept a position in her home school at Providence, R. I., and Miss Lowery to take training in Northampton, Mass. We have now seven classes under instruction and a corps of seven teachers. We feel that we have been fortunate in securing the services of young women well trained for this special work. Misses Ervin, Benbow, Lewis and Sallee having received their training at the Clarke School; Mrs. Watt at the Pennsylvania Oral School, Miss Bock at the Milwaukee Day School, and Miss Frances Carter, a teacher of experience, trained at the Clarke School.

Two classes in Primary Handicraft were organized last year and taught by Miss Benbow. We have recently organized three classes in that line of work, which are now under the instruction of Miss Sallee. Too great stress cannot be placed on this kind of work. It helps to establish habits of neatness, self-reliance and accuracy and is being recognized everywhere as a great educational factor.

We are glad to be able to report that the work done by the specialist, Dr. Briggs, of Asheville, in removing tonsils and adenoids of thirty-two of

our pupils, has enabled us to secure better results in speech teaching and has improved in a number of cases the general health of the pupils.

During the summer some original plans were carried out by the installation of lavatories on the second and third floors, which greatly facilitate the comfort and convenience of the household.

In conclusion let me express my appreciation of your support, and through you thank the teachers and officers for the hearty co-operation given in the organization and work of the school.

Respectfully submitted,

EUGENIA T. WELSH,

Supervising Teacher.

November 30th, 1912.

INDUSTRIAL TRAINING.

No school for the deaf can accomplish the best results for the peculiar needs of the deaf without successful training in handicraft. We have emphasized this phase of training for the deaf. The deaf young man as well as his hearing brother, is poorly prepared to earn his way in life, if he has only a primary education, and no trade, or training in some vocation. It is a source of much gratification to the management of this school to know that our students have gone out with sufficient knowledge of work to be able to take positions in various lines of work. We have always insisted that we teach boys, especially, to be industrious. Many of them do not follow the trade taught, but the training they received while in school stands in hand well as a foundation in some vocation.

PRINTING AND TYPESETTING.

The printing department is a most valuable branch of training for it has a twofold value. First, for the possibilities it affords in a vocational line, and for its educational value in general training. A number of our boys are making good in the printing trade.

We publish the Deaf Carolinian, a bi-weekly paper, which goes to all the schools for the deaf, and to many schools and colleges of the State and is a medium of interest between the school and the homes from which our children come.

CARPENTRY AND WOOD WORK.

We teach practical carpentry and wood work, and the occupation is well adapted to the deaf. We do much of the building, do the repairs of the school, and make some furniture. A number of our former boys are doing well in the trade.

SHOE SHOP.

There will always be need in every community for the good, honest shoe maker, and it pays the industrious workman good wages, while there is little demand for hand made shoes now, because of the perfection of modern machinery, and low cost of production from the factories. Besides shoe materials for hand made shoes are too high for profitable work.

OUR FARM.

About eighty per cent. of our children come from the country homes, and it has been our earnest desire that they should go back to the country, for the farm is the best place for the average deaf person. He lives more nearly on a level with his hearing fellow on a farm than in any other vocation, and he can reap fair returns for his labor. The industrious farmer, whether deaf or hearing, can be quite independent of his surroundings and does not come into such close competition as the artisan or other wage earner.

We cultivate about 150 acres of land and produce good crops. We raise an abundance of forage for both cows and horses and have sold some hay from time to time. We have not bought any dry feed for our stock in fifteen years. We raise good crops of corn, and garden vegetables, and put up canned goods for our own use. We have a splendid herd of milch cows, which enables us to give our children fresh milk daily. Our boys assist in farm work and observe preparation of soil, cultivation and harvesting crops.

GIRLS' INDUSTRIAL DEPARTMENT.

Every well organized home, where there are girls growing

into womanhood, trains them more or less in various domestic lines of household work, and this school endeavors to instruct in this important branch of education. Most of our girls learn to sew quite well, many are able to make any garment usually made in their homes. They are also taught cooking and housekeeping. There is no phase of domestic work more neglected in many homes than cooking. They are taught here to cook the ordinary articles of food in the most wholesome and economic manner.

We do not teach what is often called "culinary science and kitchen chemistry," but that branch of cooking which will enable them to go to their home, or into other homes, and cook such articles as it has in reasonable abundance, but too often prepared and served in an unwholesome way. Every girl should know how to cook, whether she will ever have to perform these duties or not.

MORE TRAINED TEACHERS NEEDED.

Not many years ago managing heads of schools usually filled vacancies by selecting some friends or acquaintance of good character, but laying little stress on training. But that custom is almost entirely a thing of the past. Now a superintendent will go across the continent to secure a teacher of good training, and it is an undisputed fact that schools for the deaf throughout the country are doing better work today than ever before. No department of education has made greater advancement in methods of teaching and results obtained than the leading schools for the deaf. I respectfully recommend that we train a number of well educated young women of our own State to take the positions in our school, as vacancies occur. Until this is done, we may expect to be a sort of "experience or training school" for young teachers of others States, to give experience for schools where larger salaries are paid.

SCHOOL FOR THE FEEBLE-MINDED.

We have advocated for twenty-five years the establishment of a school for the feeble-minded children, both deaf and hear-

ing. A school for the deaf is no place for the feeble-minded, for the methods of instruction are difficult and entirely unsuited to them. The creation and establishment of the North Carolina School for the Feeble-Minded, at Kinston, marks another step of advancement and emphasizes our State as a Christian Commonwealth. There are several hundred of this most unfortunate class of our children in North Carolina.

It is to be regretted that the State did not provide such school a generation ago. This new school will relieve our school of the constant request for admission of a class of children not eligible under the law.

OUR NEEDS.

Every school of the magnitude of ours needs a separate infirmary or hospital building to meet the ordinary demands in case of contagion. We have known several schools, quite as large as this school, to be closed on account of an epidemic of some contagious disease, thus defeating the result of the very creation and intent of the school, to say nothing of the safety and protection of our children. To keep our appropriation and means constantly available, we should have a separate building so as to prevent an epidemic in case of contagious diseases appearing. To erect and equip such building will cost \$10,000.

Our present boiler house and boilers have been serving us for nineteen years without renovation, a reasonable life of such equipment. We can renovate the boiler room and necessary repairs for \$5,000, and it cannot be done for less. The outlay is absolutely necessary for common safety.

Our buildings have had very little repairs since we opened in 1894. They need considerable repairs and especially painting. To do the necessary repairs, including painting, will cost \$3,000.

Our road way in our grounds become almost impassable in winter. We need macadam roads through our grounds, and if we had the necessary machinery, we could build these roads at odd times, of stone from our own farm, and thus enhance the value of our property and save the wear of live stock in

necessary hauling. This outlay of machinery can be installed for \$2,000.

We need a good team of mules, and wagon and harness, and hacks, which will cost \$1,000, and all of these estimates are reasonable and the work cannot be done for less.

If we had a linotype machine, we might turn out good operators, who could earn a good living. This typesetting machine will cost \$2,700.

Summary of our needs:—

Annual support	\$70,000.
Infirmiry Building equipped	\$10,000.
Renovating Boiler House	\$5,000
Repairs, including painting	\$3,000
Linotype machine	\$2,700
Roadmaking and machinery	\$2,000
Team, vehicles and implements	\$1,000

OUR GRAVITY WATER SYSTEM.

Two years ago, an appropriation of \$20,000 was made to secure a gravity water supply, which has been installed, and the question of our water has been solved for all time. We purchased about 400 acres of land for a water shed, splendidly protected, from which we ran a six inch pipe line five and one-half miles, and can secure a supply of 350,000 gallons of water daily, thus affording an abundance of pure wholesome water. We can use our surplus water to good advantage.

OUR FINANCES.

We have endeavored to live within our income, but at present have to report a deficit, and we are glad it is no larger. It has never been our boast to say how cheap we could run our school, but how well with the means at our command. With the constant advanced costs in all lines, we find it impossible to go up with no indebtedness. I refer to detailed accounts of J. R. Clodfelter, Clerk and Steward, which are here included.

HEALTH OF THE SCHOOL.

We have always had cause to be thankful for our splendid

health record. In the fall of 1911, scarlet fever found its way into our school, a little boy having it when he entered, but by the most careful treatment and by the utmost precaution, only four cases developed, and all of them recovered, with no complications and no evil results following.

It was necessary to have Dr. Briggs, specialist, to make two trips to our school, operating on thirty-four for adenoids and removing tonsils, and treating eyes and fitting glasses on a number of others. Dr. Briggs was very successful in his work and we think all of these children were much benefitted, some of them were almost transformed physically. There are other cases needing attention.

During session of 1911-1912, The State Board of Health examined 226 children and found 113 of them, just 50%, with hook worm. These were treated by Dr. Ross, our regular physician, and many of them greatly benefitted. Below is found Dr. C. E. Ross' report.

DR. ROSS' REPORT.

MR. E. MCK, GOODWIN, SUPERINTENDENT., *North Carolina School for the Deaf and Dumb.*

DEAR SIR:—

I desire to submit my biennial report concerning the health of the school. The present session has been one of unusual good health, free from epidemics or serious accidents, but I am sorry to report one death, the only one in two years, however. The deceased was a little girl aged 12 years; weak both physically and mentally. She died October 12th, 1912, from cardiac failure due to an attack of acute indigestion of only a few hours duration.

During the session of 1911-12 four cases of scarlitina occurred in Goodwin Hall within three or four weeks subsequent to opening of school and all within three or four days. The cases were all isolated and quarantined in the infirmary for girls. The uneasiness and worry incident to such an arrangement makes all the more imperative the need of a hospital building in connection with the school. The infection was carried into the school by pupils coming from a section of country where scarlet fever existed. Two cases of appendicitis occurred last session, both of a fulminating type. One was sent to a sanatorium in a nearby city at his parents' request, while the other case was removed to Grace Hospital in Morganton where I operated on it. Both cases eventually recovered. A few cases of pneumonia of average severity

occurred. There were no fatalities I am happy to state. Although an epidemic of measles of an unusually malignant type raged all through the western section of North Carolina during the winter of 1911-12, your institution escaped, thanks to your vigilance and care. It also escaped epidemics of mumps and whooping cough, although cases of all three diseases appeared in families of employees on the school grounds. I treated one fractured arm and one hand injured by a planing machine in the wood working shop.

The throats of a number of pupils required special attention and a specialist from Asheville visited the school in February and April of this year and removed tonsils and adenoids from about thirty-five young pupils with marked benefit in nearly every case. He also treated some cases of eye troubles and fitted a few glasses.

One of the boys while working at a cut-off saw, was cut across base of one finger. This constitutes the only accident of present term.

Two of the teachers have been critically ill, but have recovered and are now doing good work. The first case was one of nephritis and it was necessary to remove patient to hospital in Morganton. As it was, a month or more elapsed before she was well.

As always happens just after the opening of school we had a few cases of malaria, but they soon yielded to treatment.

The plumbing is in good condition and the general sanitation of the institution is in good order, but I would suggest that the present radiators, especially those in dormitories, be replaced with more modern and sanitary ones. They were all right when installed twenty years ago and are good heaters, but from their construction cannot be kept free from trash, dust and germs, and I would suggest as soon as possible they be replaced with ones more sanitary and aseptic.

I wish to thank all who assisted me in caring for the health of the pupils, officers and employees of the school, and especially wish to thank you for the consideration and attention shown me in all of my duties.

Yours respectfully,

C. E. Ross, M. D.,

Attending Physician.

Nov. 30, 1912.

During this biennial period Dr. Rankin, of the State Board of Health, has visited our school twice, and it was gratifying to the management to have words of approval from that Board.

The State Board of Charities have visited the school and have made their report, which speaks for itself. These Boards have been most cordial and helpful in suggestions and recommendations.

ACKNOWLEDGMENTS

The railroads of the State have always been generous to this school, and their officials courteous and thoughtful in the transportation of our children. During all these years not a casualty has occurred on the railroads in handling perhaps ten thousand passengers.

Dr. H. H. Briggs, of Asheville, has been generous in concessions made to members of our school in treatment of the eyes, ears, nose and throat.

We are indebted to many newspapers of the State for donations of their papers for the use of our pupils' reading rooms.

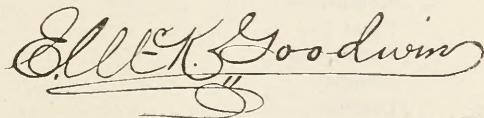
To the late William Wade, of Oakmont, Pennsylvania, we shall always acknowledge in grateful remembrance for his generous gifts and thoughtfulness of many of our pupils, who called him "grandfather Wade." We never doubted that he loved our school, and our school loved him. We shall miss him.

The school and its management acknowledges with pride, and gratitude to a most generous citizenship represented by generous hearted Legislators in providing for our needs and reasonable comforts.

I am grateful to the Board of Directors of this school for constant support and confidence in me and my efforts.

No Superintendent can make a success of a school without the cordial support of his subordinate officers and corps of teachers. We are indebted to the entire staff of officers, teachers and employes for their part in our success.

Respectfully submitted

A handwritten signature in cursive script, reading "E. E. Goodwin". The signature is written in dark ink and is positioned above a horizontal line.

Superintendent.

STEWARD'S REPORT.

PROF. M. H. HOLT, *President, and Members of the Board of Directors
of N. C. School for the Deaf and Dumb.*

GENTLEMEN:—I beg to give below classified report of the receipts and disbursements of this school, covering two fiscal years, beginning November 30th, 1910, ending November 30th, 1912.

RECEIPTS.

1911		
Appropriation for Support.....	\$55,000.00	
" " Water System (borrowed).....	10,000.00	
" " Finishing & Furnishing Bldg.....	2,000.00	
Nov. 14. Earnings Placed to Credit of Treas. Ex. Off.....	2,132.13	
1912		
Appropriation for Support.....	55,000.00	
" " Water System (borrowed).....	10,000.00	
" " Finishing & Furnishing Bldg.....	2,000.00	
Aug. 7. Earnings Placed to Credit of Treas. Ex. Off.....	2,000.00	
Nov. 20. " " " " " " " " " ".....	2,125.89	
" 30. Cash Remaining with Steward.....	1,103.14	
" 30. To Balance.....	4,617.28	
		\$145,978.44

DISBURSEMENTS.

Teachers & Officers.....	47,482.91
Hardware.....	2,503.09
Commissary.....	19,921.30
Cows and Horses.....	372.50
Directors Expense.....	1,403.57
Employees.....	15,079.22
Farm.....	4,429.91
Furnishings.....	2,201.09
Laundry.....	244.40
Lumber.....	768.84
Machinery.....	1,106.51
Printing.....	397.84
Stationery, Books and stamps.....	1,469.18
Shoe Shop.....	1,901.14
Fuel.....	11,907.99
Drugs.....	437.97

Finishing and Furnishing Goodwin Hall..	8,716.82
Water Line and Water Shed.....	21,113.15
Interest on Money Borrowed for Water	
Line.....	1,737.34
Miscellaneous.....	1,534.55

\$144,729.32

Warrants with Steward Paid & Unpaid	
Nov. 30, 1910.....	1,249.12

\$145,978.44

CASH RECEIPTS.

Farm	824.84
Water & Ice.....	1,040.75
Shoe Shop.....	2,303.55
Printing Office.....	106.80
Carpenter Shop	392.87
Miscellaneous.....	1,478.04

\$6,146.85

Balance Nov. 30, 1910.....	1,214.31
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7,361.16

Placed to Credit of Treas. Ex. Off.....	6,258.02
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Remaining with Steward.....	\$1,103.14
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Respectfully submitted,

J. R. CLODFELTER,

November 30, 1912.

Steward

GENERAL INFORMATION.

The North Carolina School for the Deaf and Dumb is purely a school for the education of the deaf, and not simply a custodial home, where children are to be cared for a term of years. It covers the public school course. It is not a hospital where children are treated for disease, with the hope of recovering hearing.

The law fixes the age of attendance, from eight years to twenty-three years, and applicants must be of sound mind and of good moral character to be eligible. The school cannot admit and keep in school children who are feeble-minded or idiotic. Our methods are not intended for such cases, nor are we prepared to care for them. If deaf children are physically strong and well developed they should enter school at eight years of age. We can accomplish much more for them, and especially is it to their advantage in speech, and ability to read speech, to enter at an early age.

If parents are in indigent circumstances, and not able to pay traveling expenses to and from the school, their respective counties will do it upon certain affidavits being filled out and furnished to the Superintendent.

We want the name of every deaf child in North Carolina, not in school, and the management most earnestly asks the aid of every good citizen in the State in obtaining the same. Especially do we ask the good offices of teachers, school trustees, physicians, and ministers of the various denominations, to assist us and thereby help the deaf children to receive their rights by inheritance and the beneficence of a generous citizenship.

Address all official business matter of the school to

E. MCK. GOODWIN,

Superintendent.

FOR THE DEAF AND DUMB

LIST OF PUPILS

BOYS

<i>Name</i>	<i>Parent or Guardian</i>	<i>Post-office</i>	<i>County</i>
Abee, Lloyd.....	W. A. Abee.....	Hickory.....	Catawba
Abernathy, Percy.....	J. W. Abernathy.....	Gatawba.....	Catawba
Allen, Sidney.....	N. F. Allen.....	Seaboard.....	Northampton
Alderman, Linwood.....	Mrs. J. W. Alderman.....	Wilmington.....	New Hanover
Armstrong, Frank.....	Levy Armstrong.....	Jerry.....	Tyrrell
Austin, Alonzo.....	L. Austin.....	Big Lick.....	Stanly
Aycock, Herman.....	Mrs. B. F. Aycock.....	Fremont.....	Wayne
Barber, Hugh.....	F. A. Barber.....	South Creek.....	Beaufort
Ballew, Fait.....	Marion Ballew.....	Harvard.....	Yancey
Baugh, Willis.....	James Baugh.....	Raleigh.....	Wake
Benfield, Willie.....	R. C. Benfield.....	Concord.....	Cabarrus
Berry, Andrew.....	J. T. Berry.....	Connelly Springs.....	Burke
Blevins, Wiley.....	Nathan Blevins.....	Cole.....	Yancey
Bowman, Dewey.....	W. P. Bowman.....	Granite Falls.....	Alexander
Bowman, Earl.....	W. P. Bowman.....	Granite Falls.....	Alexander
Bracy, Walter.....	M. T. Bracy.....	Roxobel.....	Northampton
Brown, Charles.....	J. S. Brown.....	Kinston.....	Lenoir
Brown, Everett.....	E. W. Brown.....	Taylorsville.....	Alexander
Brown, Augustus.....	Mrs. Victoria Price.....	Glenville.....	Jackson
Brown, Everett C.....	Lacy Brown.....	Burlington.....	Alamance
Brown, Samuel.....	Jesse Brown.....	Catawba.....	Catawba
Brooks, Golden.....	D. I. P. Brooks.....	Sladesville.....	Hyde
Bunn, Rodney T.....	D. T. Bunn.....	Spring Hope.....	Franklin
Bunnell, Wm. Troy.....	Bragg Bunnell.....	Parkton.....	Bladen
Butler, Ward Beecher.....	R. L. Butler.....	Roseboro.....	Sampson
Butts, Charles.....	W. L. Butts.....	Grimesland.....	Pitt
Cartright, Daniel.....	J. M. Cartright.....	Shiloh.....	Camden
Calhoun, Charles.....	J. P. Calhoun.....	Sumerfield.....	Culford
Calhoun, James.....	J. P. Calhoun.....	Sumerfield.....	Guilford
Callahan, Edgar.....	J. L. Callahan.....	Henrietta.....	Rutherford
Callahan, James.....	J. L. Callahan.....	Henrietta.....	Rutherford
Cain, Robert.....	J. C. Cain.....	Kernersville.....	Guilford
Cain, Henry.....	J. C. Cain.....	Kernersville.....	Guilford
Cain, Miller.....	J. C. Cain.....	Kernersville.....	Guilford
Call, Vestal.....	J. M. Call.....	Mockeville.....	Davie
Cash, Bractor.....	Robt. B. Cash.....	Creedmoor.....	Granville
Chandler, Erwin.....	J. W. Chandler.....	McAdenville.....	Caston
Cook, Raymond.....	Mrs. T. H. Cook.....	Salisbury.....	Rowan
Costner, Thomas.....	Mrs. Laura Costner.....	Bessemer City.....	Gaston

NORTH CAROLINA SCHOOL

<i>Name</i>	<i>Parent or Guardian</i>	<i>Post-office</i>	<i>County</i>
Colleir, Bailey.....	E. T. Collier	Lasker.....	Northampton
Craven, Rassic.....	W. S. Craven	Ramsuer.....	Randolph
Culbreth, Junius.....	Thomas. Culbreth	Raeford	Cumberland
Davis, George.....	W. C. Davis	High Point.....	Guilford
Davis, Montie.....	John. H. Davis	Fairview.....	Buncombe
Davis, Rochelle.....	M. T. Davis	Castalia.....	Nash
Duncan, Sandy	J. L. Duncan	Durham.....	Durham
Eason, Victor.....	J. R. Eason	Waxhaw.....	Union
Earney, William	Frank Earney	McAdenville.....	Gaston
Edwards, Leon.....	E. J. Edwards	Edward.....	Beaufort
Edmondson, Linwood.....	F. M. Edmondson	Oak City.....	Martin
Edmondson, Jerome.....	F. M. Edmondson	Oak City.....	Martin
Eubanks, Golden	Mrs. J. H. Pettit	Henrietta.....	Rutherford
Falls, Clifton.....	Charlotte.....	Mecklenburg
Fillyaw, Marion	H. M. Fillaw	Fayetteville.....	Cumberland
Floyd, Robert	W. H. Floyd	Windsor.....	Bertie
Fowler, Homer	Manuel Fowler	Tabor.....	Columbus
Fox, Thomas	Dr. L. M. Fox	Asheboro.....	Randolph
Fryar, Walter	Louis Fryar	Wilmington.....	New Hanover
Gallimore, Jesse	Marcellus Gallimore	Lexington.....	Davidson
Gallimore, Elmer	Marcellus Gallimore	Lexington.....	Davidson
Gardner, William	Mrs. Jodie Gardner	Durham.....	Durham
Gibbs, Joe	J. P. Gibbs	Linville.....	Yancey
Gibson, Barney	Calvin R. Gibson	Mt. Carmel.....	Montgomery
Gobble, Gaither	Baxter Gobble	Hamlet.....	Richmond
Gobble, Warren	Baxter Gobble	Hamlet.....	Richmond
Green, Huel.....	Robert Green	Gates.....	Gates
Hampton, Wade.....	D. M. Hampton	Day Book.....	Yancey
Hampton, Woodford.....	D. M. Hampton	Day Book.....	Yancey
Hampton, Craig.....	D. M. Hampton	Day Book.....	Yancey
Hamrick, Thomas	T. W. Hamrick.....	Shelby.....	Cleveland
Harris, David.....	David Swindell.....	Ashwood.....	Pamlico
Harwood, Charles.....	W. H. Harwood	Big Lick.....	Stanly
Hauser, Walter	Dr. L. A. Hauser.....	N. Wilkesboro.....	Wilkes
Hare, Walter.....	Mrs. Laura Hare.....	Pikeville.....	Wayne
Hendley, John.....	J. A. Hendley.....	Cedar Hill.....	Anson
Hedrick, Hayes.....	Joe. Hedrick.....	Silver Hill.....	Davidson
Highsmith, David.....	J. D. Highsmith.....	Parkersburg.....	Sampson
Hight, Brantley.....	S. R. Hight.....	Candor.....	Montgomery
Horton, Ray.....	E. D. Horton.....	Holly Springs.....	Harnet
Holt, Rufus.....	F. R. Holt.....	Winston-Salem.....	Forsyth
Hopkins, Harry.....	J. R. Hopkins.....	Skinnerville.....	Washington
Hopkins, John.....	J. R. Hopkins.....	Skinnerville.....	Washington
Hurt, Pearl.....	Mary. A. Hurt.....	Norwood.....	Stanly
Hyatt, Joe.....	J. B. Hyatt.....	Polkton.....	Anson

FOR THE DEAF AND DUMB

<i>Name</i>	<i>Parent or Guardian</i>	<i>Post-office</i>	<i>County</i>
Isenhour, Marion	D. P. Isenhour	Tailorsville	Alexander
Jenkins, Dewey	Mrs. Lizzie Jenkins	Nelson	Durham
Justice, Leo	Mrs. J. W. Goley	Wilmington	New Hanover
Jacks, Carl	Joseph Jacks	Olin	Iredell
Knight, Jesse	S. W. B. Knight	Rich Square	Northampton
Knotts, Duke	J. N. Knotts	Lilesville	Anson
Knotts, Charlie	J. N. Knotts	Lilesville	Anson
Landers, Benjamin	Z. B. Landers	Alleghany	Madison
Landers, Olivet	Z. B. Landers	Alleghany	Madison
Lane, Butler	Thomas Lane	Stantonsburg	Wilson
Lazenby, Avery	J. W. Lazenby	Mooresville	Rowan
Lazenby, Hugh	J. W. Lazenby	Mooresville	Rowan
Lewis, Corbit	Willis Lewis	Stacy	Carteret
Lewis, Willie	Willis Lewis	Stacy	Carteret
Lindsay, Barnett	Mrs. Maggie Edwards	Almond	Swain
Lowery, Willie	L. M. Lowery	Proximity	Guilford
Long, Vance	Oliver J Long	Hallsboro	Columbus
Loyd, Gilmer Howard	L. S. Loyd	Lenoir	Caldwell
Mc Lean, Charles	Hector. McLean	Lumber Bridge	Robeson
Mc Mahon, Ezbon	Marion Mc Mahon	Morganton	Burke
Mc Kinney, James	W. S. Mc Kinney	Mica	Mitchell
Mc Swain, Carver	O. L. Mc Swain	Shelby	Cleveland
Maultsby, Raymond	Henry Maultsby	Wilmington	New Hanover
Mebane, Hoyer	R. J. Mebane	Burlington	Alamance
Millard, Mc Joel	J. H. Millard	Mt. Olive	Wayne
Miller, Horace	Will. F. Miller	Iron Station	Lincoln
Mills, Julius	Mrs. J. C. Mills	Reidsville	Rockingham
Mixon, Noah	B. B. Mixon	Aurora	Beaufort
Moore, Coy	G. H. Moore	Risden	Caldwell
Moore, Edward L.	Geo. E. Moore	Durham	Durham
Morrill, Jenness	Dr. Jenness Morrill	Falkland	Pitt
Monroe, Guy	M. A. Monroe	Eagle Springs	Moore
Moser, Thomas	Mrs. Ollie Moser	Burlington	Alamance
Nicholson, Leslie	J. T. Nicholson	Ocracoke	Hyde
Odell, Floyd	Mrs. Sarah C. Odell	Spray	Rockingham
O'Neal, Adolphus	Mrs. Nancy O'Neal	Ocracoke	Hyde
O'Neal, Millard	Mrs. Nancy O'Neal	Ocracoke	Hyde
Partin, George	G. B. Partin	E. Durham	Durham
Pike, Numer	William Pike	Greensboro	Guilford
Pierce, Bascom	Daniel Pierce	Shallotte	Brunswick
Phillips, Zollie	S. A. Phillips	Idlewild	Ash
Poole, Alfred D.	John H. Poole	Asheboro	Randolph
Pridgen, Otis	Willie Pridgen	Wilson	Nash
Rash, Tyre	Melton Rash	Roby	Yadkin
Reece, Oscar	Joseph Reece	Selica	Transylvania

NORTH CAROLINA SCHOOL

<i>Name</i>	<i>Parent or Guardian</i>	<i>Post-office</i>	<i>County</i>
Reece, Oliver.....	Joseph Reece.....	Selica.....	Transylvania
Ritchie, Truedelle	M. M. Ritchie	Richfield.....	Stanly
Riddle, J. McGoodwin.....	J. D. Riddle.....	Jonesboro.....	Moore
Rowe, Lawrence.....	J. S. Rowe.....	Edward.....	Beaufort
Sawyer, Willis.....	James H. Sawyer.....	Greensboro.....	Guilford
Scarborough, James.....	Z. B. Scarborough.....	Avon.....	Dare
Sentell, Carl.....	J. R. Sentell.....	Tuxedo.....	Henderson
Sentell, Eugene.....	J. R. Sentell.....	Tuxedo.....	Henderson
Sewell, Leon McK.....	Wm. A. Sewell.....	White Oak.....	Brunswick
Sewell, Ira.....	Wm. A. Sewell.....	White Oak.....	Brunswick
Senter, Wray.....	W. H. Senter.....	Apex.....	Wake
Segroves, Howard.....	R. P. Segroves.....	Apex.....	Wake
Shackelford, Richard.....	W. I. Shackelford.....	Walstonburg.....	Green
Shoe, Burt.....	A. D. Shoe.....	Mt Pleasant.....	Montgomery
Shelton, Covell.....	John A. Shelton.....	Carmen.....	Madison
Shelton, Glenn.....	Sanford E. Shelton.....	Lewisville.....	Yadkin
Shelton, Oscar.....	W. B. Shelton.....	Alleghany.....	Madison
Sizemore, Dewey.....	E. G. Sizemore.....	Martin.....	Yakin
Smith, Paul.....	John Smith.....	Burnsville.....	Madison
Snider, Ray.....	J. W. Snider.....	Denton.....	Davidson
Summitt, Sprugeon.....	W. P. Summitt.....	Cherryville.....	Gaston
Swann, Roy.....	W. F. Swann.....	Lynn.....	Polk
Taylor, Mark.....	J. P. Taylor.....	LaGrange.....	Lenoir
Templeton, Robert.....	Franklin Templeton.....	Olin.....	Iredell
Thomason, Willie.....	Hiram Thomason.....	Lexington.....	Davidson
Triplett, Ross.....	Gwynn Triplett.....	Granite Falls.....	Caldwell
Upchurch, Otis.....	R. J. Upchurch.....	Centerville.....	Franklin
Vestal, Charlie.....	John Vestal.....	Spray.....	Rockingham
Vestal, Marvin.....	John Vestal.....	Spray.....	Rockingham
Wade, J. Claude.....	Mrs. J. E. Wade.....	Mt Gilead.....	Montgomery
Walker, Henry B.....	H. W. Walker.....	Apex.....	Wake
Walker, Andrew.....	H. W. Walker.....	Apex.....	Wake
Walker, George.....	Mrs. Nancy Walker.....	Globe.....	Caldwell
Waldrop, Fred.....	S. Waldrop.....	Asheville.....	Buncombe
Ward, Wm. Thomas.....	Daniel Ward.....	Allreds.....	Stanly
Watts, Joe D.....	J. H. Watts.....	Taylorsville.....	Alexander
Waterfield, Richard.....	J. L. Waterfield.....	Harbinger.....	Currituck
West, Julian.....	George West.....	Kinston.....	Lenoir
West, Donald Leslie.....	Pharba J. West.....	Thornwall.....	Harnet
Weaver, Elijah.....	Hiram Weaver.....	Lansing.....	Ashe
White, Alonzo.....	J. F. White.....	Mon Swamp.....	Tyrrell
Williams, Jonas.....	J. B. Williams.....	Inez.....	Warren
Wells, Thomas.....	Frank Wells.....	Fayetteville.....	Cumberland
Wilson, Fred.....	Ned Wilson.....	Wilhoit.....	Yancey

FOR THE DEAF AND DUMB

<i>Name</i>	<i>Parent or Guardian</i>	<i>Post office</i>	<i>County</i>
Wilson, W. Anderson	J. W. Wilson	Teers	Orange
Widenhouse, A. Glenn	M. L. Widenhouses	Concord	Cabarrus
Williams, Joe	M. D. Williams	Hackney	Chatlan
Williams, Ulmont	J. T. Williams	Cooper	Sampson
Wilson, Donally	J. W. Wilson	Reece	Watauga
Woodard, William	Calvin Woodard	Black Creek	Wilson
Wood, Andrew J.	Pink Wood	Columbus	Clay
Zachary, Alfred M.	A. L. Zachary	Snow Camp	Alamance

GIRLS.

Adams, L. M.	Mrs. N. Adams	Vanceboro	Craven
Bartlett, Victoria	J. H. Bartlett	Mt. Olive	Duplin
Batchelor, Mary	George Adams	Wilson	Wilson
Beaver, Carrie	J. P. Beaver	China Cove	Rowan
Berrier, Daisy	H. W. C. Berrier	Lexington	Davidson
Biggers, Ethel	E. R. Biggers	Matthews	Mecklenburg
Bingham, Lillie	J. H. Bigham	Charlotte	Mecklenburg
Blackwell, Anice	E. S. Blackwell	Spencer	Rowan
Blackwell, Gladys	Bernard Blackwell	Ruffin	Rockingham
Blackwell, Evelyn	Bernard Blackwell	Ruffin	Rockingham
Black, Della	John T. Black	Shelby	Cleveland
Boggs, Edith	J. L. Boggs	Brevard	Transylvania
Bowers, Mary	J. H. Bowers	Albemarle	Stanly
Bridgers, Winnie	A. E. Bridgers	Margarettesville	Northampton
Bradshaw, Ruby	J. D. Bradshaw	Biscoe	Moore
Brady, Emma	N. H. Brady	Conover	Catawba
Brown, Emma	R. L. Brown	Laurel Hill	Scotland
Brown, Cordia	Jesse Brown	Catawba	Catawba
Bunnel, Mary	Bragg Bunnel	Parkton	Robeson
Bunnel, Nina	Bragg Bunnel	Parkton	Robeson
Chandler, Emma	R. T. Chandler	Virgilina	Granville
Cook, Emma	Henry Cook	Round Peak	Surry
Cox, Bessie	H. M. Cox	Buffaloford	Randolph
Coltrane, Pearl	W. M. Coltrane	Winston-Salem	Forsyth
Correll, Rettie	Mrs. Elizabeth Correll	Boonford	Mitchell
Creel, Nola	George Creel	Raleigh	Wake
Davis, Rochelle	M. T. Davis	Castalia	Nash
Deadman, Blanche	John F. Deadman	Salisbury	Rowan
Drum, Eva	J. B. Drum	Catawba	Catawba
Durham, Mary	W. J. Durham	Roscoe	Chatham
Durham, Josie	W. J. Durham	Roscoe	Chatham
Eaton, Ella	Sidney Eaton	King	Stokes
Edmondson, Lucile	F. M. Edmondson	Oak City	Martin

NORTH CAROLINA SCHOOL.

<i>Name</i>	<i>Parent or Guardian</i>	<i>Post-office</i>	<i>County</i>
Ennis, Maud	W. V. Ennis	Lillington	Harnet
Ezell, Ruth	J. J. Ezell	Charlotte	Mecklenburg
Ferguson, Ettie	John C. Ferguson	Concord	Cabarrus
Fleming, Alice	J. W. Warner	Raleigh	Wake
Fleming, Nina	N. H. D. Fleming	Bahama	Person
Fowler, Ida	Manuel Fowler	Tabor	Columbus
Frasier, Vertie	Geo. P. Frasier	Troy	Montgomeyr
Freeze, Mary	Mrs. M. S. Revis	Statesville	Iredell
Fry, Catherine	Mrs. Annie Fry	Taylorsville	Alexander
Gallop, Clara	L. H. Gallop	Harbinger	Currituck
Gill, Bessie	L. E. Gill	Henderson	Vance
Gill, Minnie	L. E. Gill	Henderson	Vance
Guy, Julia	Mrs. Eliza Guy	Peoria	Rockingham
Hamilton, Irene	J. A. Hamllton	Cbalybeate Sbrings	Harnett
Hampton, Ethel B.	J. H. Hampton	Black Mountain	Buncombe
Hardin, Alice	J. N. Hardin	Forest City	Rutherford
Hendrix, Bessie	G. H. Hendrix	Valmead	Caldwell
Hill, Kate	F. H. Hill	Newport	Carteret
Hollar, Elsie	Dr. O. L. Hollar	Taylorsville	Alexander
Hollar, Bessie	Alonzo Hollar	Newton	Catawba
Howard, Ruth	J. A. Howard	Manchester	Cumberland
Howell, Eunice	J. R. Howell	Ansonville	Anson
Hudson, Elkin	Mrs. Della Hudson	Pisgah	Randolph
Huggins, Lida	Guy A. Huggins	Murphy	Cherokee
Huffman, Grace	Mrs. Candace Huffman	Conover	Catawba
Huffman, Eva	Richard Huffman	Goldsboro	Nayne
Johnson, Sarepta	H. D. Johnson	Worthville	Randolph
Jones, Blanche	Mrs. Sallie Haithecock	Albemarle	Stanly
Jones, Jennie	Mrs. Sallie Haithecock	Albemarle	Stanly
Julian, Elizabeth	David Eckard	Charlotte	Mecklenburg
Kennedy, Mary G.	A. F. Kennedy	Littleton	Vance
Kendall, Eva	H. L. Kendall	Cottonville	Stanly
Ketner, Edith	C. W. Ketner	China Grove	Rowan
Kirby, Ruth	E. F. Kirby	Canton	Haywood
Kirby, Earle	E. F. Kirby	Canton	Haywood
Knotts, Willard	J. N. Knotts	Durham	Durham
Knotts, Nettie	J. N. Knotts	Durham	Durham
Leigh, Irma	S. E. Leigh	Elizabeth City	Pasquotank
Lewis, Mollie	E. H. Lewis	Raleigh	Wake
Lewis, Lydia	Willis Lewis	Stacy	Carteret
Little, Alice	Robert J. Little	Cheraw, S. C.	
May, Beulah	John May	Brown's Summit	Guilford
Mauney, Ida	George Mauney	Georgeville	Cabarrus

FOR THE DEAF AND DUMB

<i>Name</i>	<i>Parent or Guardian</i>	<i>Post-office</i>	<i>County</i>
Masters, Ethel	W. E. Masters	Asheville	Buncombe
Mebane, Alma	R. J. Mebane	Burlington	Alamance
McCain, Reba	D. N. Cain	Newport	Craven
McCurry, Rebecca	Mrs. Jennie McCurry	Marion	McDowell
McCurry, Lola	S. W. McCurry	Bald Mt	Yancey
McCall, Priscilla	R. A. McCall	Morganton	Burke
McCullen, Fannie	L. I. Granthan	Mt. Olive	Wayne
McFarland, Lillian	W. A. cMcFarland	Oxford	Granville
McBane, Julia	S. F. McBane	Snow Camp	Alamance
McKenzie, Lillie	W. M. McKenzie	Jackson Springs	Moore
McMahan, Wavie	Marion McMahan	Morganton	Burke
McDaniel, Dona	Wm. Daniel	Swepsonville	Alamance
Milligan, Pearl	Mrs. Laura Milligan	Burlington	Alamance
Morgan, Gladys	Jesse Morgan	Leicester	Buncombe
Morrison, Sallie		Webster	Jackson
Moore, Blanche	J. C. Moore	Greensboro	Guilford
Mull, Anna	W. P. Mull	Brevard	Transsylvania
Mundy, Annie Fay	McLean Mundy	Denver	Lincoln
Pate, Eva	L. H. Pate	Kinston	Lenoir
Patterson, Jessie	Capt. E. M. Patterson	Spencer	Rowan
Parker, Malina	Egbert Hardy	Warsaw	Duplin
Paris, Lizzie	Dr. O. J. Paris	Graham	Alamance
Paxton, Miriam	Chrisper Paxton	Glenville	Jackson
Park, Sarah C.	Chas. C. Park	Round Peak	Surry
Pierce, Cora	W. S. Pierce	Windsor	Bertie
Pike, Hazel	W. T. Pike	Greensboro	Guilford
Pike, Mary	John D. Pike	Winston-Salem	Forsyth
Poplin, Mary Lillie	W. B. Poplin	New London	Stanly
Poole, Millicent E.	John H. Poole	Ashboro	Randolph
Prevatt, Orpah	Rev. F. A. Prevatt	Lumberton	Robeson
Ray, Lucy	Sid F. Ray	Cane River	Yancey
Reece, Iona	Joseph Reece	Cecil	Haywood
Rhoads, Cora	J. H. Rhoads	Linney	Ash
Rhoads, Elmira	Samuel Rhoads	Glover	Nash
Roberts, Eula	C. B. Roberts	China Grove	Rowan
Rogers, Effie	John Rogers	Salisbury	Rowan
Sams, Virgie	J. P. Sams	Marshall	Madison
Scaraboro, Mary	W. H. Scaraboro	Concord	Cabarrus
Scarborough, Lonnie	Z. B. Scarborough	Buxton	Dare
Scott, Gracie	W. L. Scott	Siloam	Yadkin
Shelton, Cora	Mrs. Celia Shelton	Little Creek	Madison
Shelton, Lillie	Mrs. Celia Shelton	Little Creek	Madison
Simmons, Stella	W. B. Simmons	Cotton	Cumberland

NORTH CAROLINA SCHOOL

<i>Name</i>	<i>Parent or Guardian</i>	<i>Post-office</i>	<i>County</i>
Simmons, R. Mary.....	Mrs. Mary A. Simmons.....	Parkersburg.....	Sampson
Simpson, Blanche.....	James G. Simpson.....	Jamesville.....	Martin
Smith, Merle.....	J. G. Smith.....	Charlotte.....	Mecklenburg
Stearns, Lillian.....	J. E. Stearns.....	Monroe.....	Union
Stroud, Lottie.....	J. T. Stroud.....	Kinston.....	Lenoir
Stockton, Myrtle.....	W. C. Stockton.....	Leeds.....	Macon
Stout, Velna.....	J. L. Stout.....	Hale.....	Mitchell
Stephens, Lula.....	W. J. Stephens.....	Prospect Hill.....	Caswell
Stepp, Cora Lee.....	Mrs. Rebecca Justice.....	Zirconia.....	Henderson
Stewart, Lenna.....	W. A. Stewart.....	Monroe.....	Union
Self, Iola.....	H. A. Self.....	Lincolnton.....	Lincoln
Spivey, Bessie.....	Grey Spivey.....	Goldsboro.....	Wayne
Thomas Clara.....	Oliver Thomas.....	Lake Toxoway.....	Transylvania
Thomas, Mattie.....	Lonnie Thomas.....	Marshville.....	Union
Thomas, Carrie.....	S. C. Thomas.....	Marshville.....	Union
Townsend, Thetis.....	N. A. Townsend.....	Lumberton.....	Robeson
Tucker, Lillie.....	W. M. Tucker.....	Big Lick.....	Davidson
Turner, Celia.....	Joseph E. Turner.....	King.....	Stokes
Vick, Lucile.....	C. A. Vick.....	Kinston.....	Lenoir
Walker, Lillie.....	Mrs. J. C. Walker.....	Greensboro.....	Guilford
Washam, Flossie.....	T. L. Washam.....	China Grove.....	Cabarrus
Waters, Rosie.....	E. R. Waters.....	Magnolia.....	Duplin
Watts, Lizzie.....	J. L. Watts.....	Huntersville.....	Mecklenburg
White, Sarah.....	J. D. White.....	Elizabeth City.....	Camden
Withers, Lucy.....	W. A. Withers.....	Lincolnton.....	Lincoln
Whitner, Louise.....	A. Whitner.....	Stanly.....	Lincoln
Wilson, Willie F.	David Wilson.....	Cedar Grove.....	Alamance
Wilson, Alice Ray.....	A. F. Wilson.....	Bryan, Texas.....	
Williams, Mary.....	M. D. Williams.....	Hackney.....	Chatham
Winslow, Essie.....	J. V. Winslow.....	Gliden.....	Chowan
Womble, Ruth.....	Willie Womble.....	Rocky Mount.....	Nash
Yoder, Catherine.....	O. E. Yoder.....	Hickory.....	Catawba
Zachary, Ophelia.....	J. M. Zachary.....	Calvert.....	Transylvania



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